

AF2702 Formative Discussion Points

This is not an exhaustive list but merely a guide to creating discussion during the AF2702 Placement
 PST completes **independently** as a **Self-Appraisal Task** and then **Discusses with SBTE**
 This IS NOT required to be submitted to JCU

| | Signs of Developing | Focus Attention | PST Notes |
|--|---------------------|-----------------|-----------|
| | D | F | |
| Planning & Teaching | | | |
| Uses school curricular resources appropriately | | | |
| States clear and appropriate lesson intent | | | |
| Considers literacy and numeracy readiness and the demands for the required learning task | | | |
| Is embedding digital literacy general capabilities | | | |
| Considers the needs and strengths of all learners when planning – is aligned to the analysis of learner profiles | | | |
| Key intent of lessons is beginning to show signs of alignment with curriculum and either formative or summative assessment | | | |
| Provides clear instructions | | | |
| Organises resources for a lesson in advance and is prepared | | | |
| Understands teaching area content | | | |
| Uses a range of differentiated resources, including digital literacies | | | |
| Explains lesson content clearly | | | |
| Communicates clearly and accurately and with professional language | | | |
| Uses voice effectively: varies pitch, volume, tone and speed | | | |
| Explores a variety of questioning techniques | | | |
| Paces the lesson appropriately | | | |
| Gathers student feedback to improve practice | | | |
| Shows evidence of SBTE's feedback in future planning and practice | | | |

| Managing | Signs of Developing | Focus Attention | PST Notes |
|--|----------------------------|------------------------|------------------|
| Getting to know students by name | | | |
| Provides clear expectations | | | |
| Develops a learning environment plan based on whole class, individual student needs and analysis of patterns of behaviour | | | |
| Recognises off-task behaviour and responds in a timely and appropriate way | | | |
| Waits for class attention before speaking | | | |
| Provides active supervision – moves to all parts of the room, varies movement patterns and uses proximity, scans the room and interacts with students while moving | | | |
| Employs active engagement strategies | | | |
| Maintains room/group routines and procedures | | | |
| Assessing | | | |
| Monitors for student understanding | | | |
| Provides timely and specific feedback to support student understanding and learning progression | | | |
| Considers types of evidence to assess learning effectively | | | |
| Reflects upon evidence of learning and attempts to plan for next step learning | | | |
| Professional Conduct | | | |
| Reflects on own teaching and with help is able to identify strengths and gaps | | | |
| Responds positively to suggestions given by SBTE and others | | | |